

Service-Learning Options Addendum: Extra-credit Points and Fourth Credit Hour Options

BCC offers an opportunity for students to gain volunteer hours to help their community, as well as gaining extra credit for a course, or extra college credit hours on transcript and life experience to document in job placement/scholarship files. Students will be trained and placed by the Service Learning Center which will act as your liaison/advocate should any questions or problems arise.

Service-Learning is the blending of both service and learning goals and experiences that are enriched by each other and greater together than separate. Service-Learning is a teaching method and educational experience that helps students learn and develop through active participation in thoughtfully organized service experiences that provide structured time for reflections; and fosters academic learning, a sense of caring and civic responsibility.

MISSION/PURPOSE: The Center for Service-Learning strives to make service an integral part of students' education to prepare them to be lifelong learners, responsible community members, and productive citizens.

Each campus has a [Center for Service-Learning](#). Please feel free to utilize whichever location best suits you.

Cocoa Campus phone: 433-7610	Bldg. 12 (Library)	Rm. 305
Titusville Campus phone: 433-5016	Bldg. 1	Rm. 141B
Melbourne Campus phone: 433-5610	Bldg. 10	Rm. 213
Palm Bay Campus phone: 433-5253	Bldg. 1	Rm. 123

Don't forget that all the CSL resources (including downloadable paperwork) are available online at www.brevardcc.edu and your instructor has added detailed information into the Service-Learning Folder under the Lessons tab in your course in the ANGEL LMS.

Policy on Classroom Management: In the college classroom, behavioral problems simply are NOT tolerated. Please be familiar with the BCC Student Code of Conduct which can be found in the Student Handbook. All students are to be treated with courtesy and are expected to behave as adults with self-control as they represent themselves and BCC in the community. ***NO behavior which interferes with the mission of the service agency will be permitted.*** Good manners show basic human respect and help to limit disruptions in all situations. *The instructor reserves the right to take any appropriate action to maintain an effective learning and serving environment.*

Policy on Special Needs: If you are participating in Service-Learning, and you have a disability for which you need accommodations and/or services, please inform your instructor, the Center for Service-Learning and the Office for Students with disAbilities, and these will be considered in your community placement.

Religious Observances Policy: When observance of religious holidays of students' own faith interferes with scheduled service meetings or duties, students are to notify the instructor in writing within the first two weeks of placement. Students are held responsible for notifying service agency of their absence in advance. The CSL, course instructor, student, and agency should provide alternative arrangements, duties or schedule for the student to fulfill requirements of placement. If necessary, the student will be reassigned to a new service agency (Community Partner.)

Policy on Deadlines and late work penalty: All CSL paperwork MUST be submitted by the deadlines noted on this syllabus. These deadlines are set by BCC and are NOT negotiable. Deadlines for journals, discussion forums, and paperwork specific to Instructor Cuda are also noted on course calendar. Late work will be accepted up to one week after deadline with a penalty of 10% of the points available. However, please note that all work must be completed by the Final Project Deadline and NO work will be accepted after this Final Project Deadline as the instructor must have time to evaluate work and submit a course grade.

Evaluation/Grading/Points Awarded Policy: **All requirements must be met to earn any extra-credit points (no partial completion points will be awarded.)** Each requirement will be assessed for the quality of work and awarded points up to the maximum possible. Students MUST receive satisfactory Mid-Term and Final Evaluations from their service agency (Community Partner).

- Although students' background and abilities vary widely, the college-educated student should expect to attain a literate standard in written and spoken communication. Points given on writing will be based on grammar, punctuation, spelling, format, structure and significance of content.
- The total points possible for each required component of the service-learning option is noted next to the requirement detailed on the next page. The extra credit points will be based on the accumulation of points earned.
- If a student is enrolled in the fourth-credit option course ENC 2948, the points total will be applied to a 10 percent grade scale converted to a letter grade and submitted separately from the course grade.
- A student MUST complete a minimum of 20 hours of service; however, if a student had intended to complete more but was unable to reach the 30 or 40 hour mark, the student will be awarded the next lower level of option hours. (E.g. A student intended to do the 40 hour option but personal or employment issues allowed only 36 hours to be completed, the student would then drop back to the 30 hour option and complete all requirements.)

Earning extra-credit points towards Final Course Grade

You will be required to:

1. Perform a *minimum* of 20 hours in volunteer work (select option below)
 - a. 20 hours total = 10 points
 - b. 30 hours total = 15 points
 - c. 40 hours total = 20 points *plus essay is written in-class as final exam in lieu of one assigned final exam topic*
2. Complete all paperwork associated with Service-Learning (5 pts.):
 - Center for Service-Learning Student Application
 - Intent to Participate & Service Plan (from Instructor Cuda)
 - Placement Confirmation
 - First Impressions Questionnaire
 - Community Service-Learning Hour Report/SHOAT Verification/Final Evaluation
 - Student Service-Learning Questionnaire
3. Complete a Reflection Journal **OR** Participate in the two S-L Discussion Forums in ANGEL course shell (10 pts.)
4. Write a Formal Letter of Evaluation to Partner Site (5 pts.)

Fourth Credit option (see separate syllabus also)

BCC offers opportunity to earn elective college credit hours via service-learning. These hours are added to your transcript and affect your total college hours completed and GPA.

For an extra hour of elective college credit in ENC1101 (so you will earn 4 credit hours instead of the regular 3 credit hours for my course), students must:

- Register for the class ENC 2948 Service-Learning Field Studies section 82C and pay tuition for one college-credit hour
- Complete all paperwork associated with Service-Learning
- Complete a min. of 20 hours of service
- Complete a Reflection journal or Participate in S-L Discussion Forums
- Write a Formal Letter of Evaluation to service agency
- Perform a brief (10 min.) class presentation on your experience
- Complete a Reflection Seminar with SLC personnel or Professor Cuda

Withdrawal Policy: Students may withdraw without academic penalty from any course by the established deadline. This will result in a grade of “W” for the course and will not count against the student’s GPA. Students wishing to withdraw from ENC 2948 must complete the withdrawal process and appropriate paperwork. The instructor will NOT withdraw any student and will be required to assign a course grade to any student on the course roster at the end of term.

Keeping a Service-Learning Reflection Journal

The self-reflective journal is a formal method of “Harvesting” your service-learning experience. It consists of two components: Session Notes and Formal Entries. By thinking critically about your experiences, you gain greater understanding and add to the overall value. Service-Learning is about growth and empowerment to strengthen your sense of “voice” and place in your community. Your service must be challenging and worthwhile for all.

This journal is to help you to think critically about your experience. You should analyze, synthesize, assimilate and assess your experiences as you volunteer. The overall goal is to reflect on how your volunteerism impacts the community (which includes students, BCC, the service agency, and citizens at large), your education, and/or your life/self-identity.

You should make notes after each volunteer session, then after every 5 hours write a formal entry. Each formal entry should be a minimum of one page. Use self-reflective questions and your session notes to stimulate your thinking. Session notes can be informal phrases and “talking to yourself.” The formal entries should be written in essay format with full sentences, paragraphs and Standard English grammar. Your formal entries will then be the basis for your short essay due with your journal and letter to your service agency to complete the writing requirements to earn your extra credit points towards your final course grade.

Sample Self-Reflective Questions (to use in writing your formal entries)

- How did I feel about going to volunteer today? How did I feel after I completed my work today?
- What did I do today? Did I try anything new? Did I have any opportunities to learn today?
- Do I feel like my time was successful? What progress did I contribute to?
- What is the mission of my service agency and how do I contribute to the success of the mission?
- Who are the clients of the service agency? What are their needs? Are the needs being addressed to the satisfaction of the client?

Participating in the Course S-L Discussion Forums

Rather than keeping a written reflection journal, you may participate in the S-L Discussion Forums located in your ANGEL Learning Management System course under the Lessons tab.

There are two forums—both are mandatory if you opt for the forum in place of the journal.

The Chatterbox forum is a place to post your session notes. Instructions for Chatterbox: After each visit to your service agency, please chat about your experience. Reflect on the events, tasks, people, ideas, attitudes, emotions, etc. This is a very casual forum to talk about what is happening as you complete your service-learning obligation. Instead of having one person "own" a blog, this is a group diary of experiences. While the content can be more relaxed, please do still adhere to Standard American English grammar and mechanics. **Please feel free to read and reply to each other as well so we have a "conversation."** After you submit your own post, please read two other posts and reply to each so we create discussion threads.

Formal Topic Discussion Forum is a place to use critical thinking and reflecting in response to specific topics posted by your instructor. I will periodically post new topics or questions in the forum. You should read the topic, reflect on your response to it, and then enter a reply to that topic thread. Next, you should check back to see what others have submitted and reply to any comments that provoke a response. This is a formal academic forum, so your posts should adhere to Standard American English grammar and mechanics and have content substance worthy of our academic time and energy. This does not mean that each post must be the most brilliant, thought-provoking comment we have every encountered, but it should not be shallow, inconsequential thinking. Try to keep your posts between 75 and 250 words long.

Please refer to the added detailed information and samples available in the Service-Learning Folder under the Lessons tab in your course in the ANGEL LMS.

Service-Learning Folder Contents:

- Addendum C
- Copies of required forms/paperwork
- Samples of Session Notes in Reflection Journal
- Samples of Formal Entries in Reflection Journal
- Samples of Discussion Forum Posts and Replies
- Presentation Options
- Notes on Formal Business Letter Writing
- Sample Letter of Evaluation